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ONTARIO  
DEPARTMENT OF EDUCATION

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**Ontario Training College**  
FOR  
**Technical Teachers**  
**HAMILTON, ONT.**



75169

The Ontario Training College for Technical Teachers has been established for the purpose of training teachers of vocational subjects. Courses in the principles and methods of teaching designed to meet the needs of such teachers will be given. Classes will be organized for teachers of machine shop practice, mechanical drawing, carpentry, cabinet making, pattern making, electrical work, plumbing, sheet metal work, millinery, dressmaking, art, and any other shop or practical subject for which there may be a demand. The work in observation and practice teaching will be done in the regular day and evening classes of the Hamilton Technical Institute.

### **Terms**

Spring Term—March 2nd, 1925, to April 10th, 1925.

—April 20th, 1925, to May 15th, 1925.

Summer Term—July 6th, 1925, to August 10th, 1925.

Autumn Term—October 1st, 1925, to December 10th, 1925.

### **Length of Course**

The course consists of two parts: I and II. Part I, which consists largely of lecture and theoretical work, may be taken in two summer terms of five weeks each, or in one of the autumn or spring terms of ten weeks. Part II, which consists largely of observation and practice teaching, may be taken in the autumn or the spring term only.

Teachers-in-training who have passed Part I of the Summer School Course for Teachers of Vocational Subjects, given during the years 1921-1924, will be allowed credit for the first five weeks' attendance on Part I of the new course.

### **Requirements for Certificates**

The Department of Education grants Temporary, Interim, and Permanent Certificates qualifying the holder to teach a vocational subject.

Temporary Certificates are granted only when teachers with Interim or Permanent Certificates are not available, and are valid only for the school year in which they are issued, and only for the school for which they are issued.

Interim Certificates are granted to candidates who, (a) have a fair general education, approved by the Minister, (b) have had training and experience, approved by the Minister, in the subjects for which the certificate is to be issued, and (c) have taken a course of training in teaching and school management, approved by the Minister.

Candidates who complete satisfactorily Parts I and II of the training course will be granted Interim Certificates, good for two years.

Permanent Certificates are granted to candidates who hold Interim Certificates and who have had two years' successful experience as a teacher in a day vocational school in Ontario, approved by an inspector.

Candidates who complete satisfactorily Part I of the training course will be given statements to that effect. Applicants for positions as teachers in evening vocational classes who hold such statements will be preferred to applicants who have had no teacher training.



## **Requirements for Admission**

### **1. General education:**

(a) The applicant for admission shall be required to pass an examination in general education. The examination will consist of a paper in arithmetic, a paper in composition, spelling, penmanship, and a paper in general knowledge of the subject which the candidate proposes to teach. The work in arithmetic will include the four fundamental operations, simple, vulgar and decimal fractions, and percentage.

(b) If the applicant submits satisfactory evidence of having taken two years' High School work or its equivalent, he may be exempted from the examination in arithmetic, and in composition, spelling, and penmanship.

### **2. Trade training and experience:**

(a) The training or apprenticeship required shall be that usually demanded for journeyman's qualifications in the trade concerned. Special training obtained in a day vocational school will be taken into account in considering the period of training.

(b) The experience required depends upon the trade. Experience in approved shops shall be required and shall be such as to show that the applicant is proficient in his trade and is acquainted with its recent developments.

### **3. Health and character:**

Applicants shall be in good health, and shall be of good moral character, and shall possess the personal qualifications necessary to success in teaching.

## **Applications for Admission**

Applications for admission shall be made on an official form to be obtained from the Deputy Minister, and shall be accompanied by statements on the following official forms to be obtained from the Deputy Minister:

1. Teacher's record, showing educational attainments, trade training and experience, and other special training.

2. Character certificate from a clergyman or other competent authority that applicant is of good moral character.

3. Medical certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant and certifies as follows: (a) that the applicant is free from heart disease or other serious organic affection; (b) that the applicant is free from pulmonary affection, defective hearing, or serious defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (c) that in other respects he is physically able for the work of a teacher.

## **Duties of Teachers-in-Training**

1. Teachers-in-training shall attend the classes regularly and punctually and shall submit to such discipline and direction as the Principal may prescribe.

2. Teachers-in-training whose class work shows them to be deficient in English, or in some part of their trade knowledge or skill, or in any related

subject in which the deficiency would interfere with their success as teachers, may be required by the Principal to make up the deficiency by attending special classes.

3. Teachers-in-training whose class work shows them to be unduly deficient in the use of English, or in general education, or in their trade knowledge or skill, may be dismissed from attendance at any time by the Principal.

### **Subjects of Study**

English.

Principles of Teaching.

History, Principles and Problems of Vocational Education.

School and Class Management and School Law.

Trade Analysis and Courses of Study.

Study of Industries.

Methods of Teaching Industrial Subjects.

Practice Teaching.

Vocational Guidance.

Shop Plans and Equipment.

Mechanical Drawing.

Costume Design.

### **Outline of Courses**

#### **English**

English—both oral and written—a brief review of the main essentials of grammar and composition to enable the shop teacher to avoid the more common errors in the use of words.

#### **Principles of Teaching**

Fundamental principles of psychology and their application to the teaching problems of the shop and classroom. The nature and aims of education. The nervous system; the nature of experience; how we gain experience; reflex and instinctive reactions; curiosity, imitation, play, attention, habit, skill, development of motor skill, rate of learning, conscious reaction, sensation, perception, imagination, memory, reasoning. Child study, periods of development, characteristics of adolescence..

#### **History, Principles and Problems of Vocational Education**

Brief study of guild and mediaeval education—apprenticeship system—evolution of industry, modern production methods, relation of industrial revolution to need for industrial education, development of secondary education, cardinal principles of secondary education, development of vocational education, evening schools, technical schools, manual training, trade schools; part-time, co-operative and apprenticeship classes.

#### **School Management and Law**

Meaning and aims of school management, organization and government; educational agencies in Ontario; Vocational Education Act; types of vocational schools; Regulations for Vocational Schools; theories of school management;



functions of discipline; methods of discipline; relation to methods of teaching; shop discipline; shop records and reports; qualifications and characteristics of successful teachers; relation of qualities of merit to general merit; relation of teacher to Principal and to other members of staff, to school authorities; ethics of teaching.

### **Trade Analysis and Courses of Study**

Study of the work of the machinist, woodworker, printer, electrical worker, motor mechanic, dressmaker, milliner, etc., to determine teachable content of each trade. Analysis of the trade of the teacher-in-training into instructional groups; arrangement of these groups according to learning difficulties; selection of projects to be used to fit the order of the course of study; determination of related mathematics, science and drawing needed in each project; preparation of typical lesson sheets; preparation of course of study.

### **Study of Industries**

Principles involved in making a survey of a community to determine to what extent the school can meet the vocational education needs of the community; fields of employment; lines of promotion, requirements for entrance to employment, trade agreements, apprentice schemes.

### **Methods of Teaching Industrial Subjects**

Application of principles of psychology to methods of instruction; work of the teacher in preparing tools, machinery, material, and subject matter for the lesson; methods of presentation, lecture, demonstration, development; drill and review lessons; assignment of work; mechanized routine, care of tools, equipment, and material, hygienic conditions, testing results.

General methods of teaching shop work. Factory, project, group factory-project, and exercise methods, advantages and disadvantages of each. Commercial work. Unit courses. Shop records.

### **Observation and Practice Teaching**

Each teacher-in-training will spend at least four periods a week for ten weeks, or the equivalent thereof, in the work of observation and practice teaching. Each teacher will be required to submit written reports on at least twenty observation lessons, to teach at least sixteen practice lessons to the regular day or evening classes in the practice school, to serve at least two full days as an assistant to the regular teacher in charge of a classroom or shop, and to take part in all the routine of the day's work, as well as to teach the classes. Each teacher-in-training will be required to assist in setting an examination paper on a given limit of work, and to evaluate the answers of the pupils.

### **Vocational Guidance**

A brief study of the principles of vocational guidance; constant and variable occupations; employment methods; placement agencies; information about employments that should be available to students; personal qualities demanded, preparation required, wages, opportunities for promotion, health conditions.

## Shop Plans and Equipment

Study of desirable features of shops and classrooms, size, shape, lighting, lay-out. Preparation of minimum, medium, and complete lists of equipment for the kind of shop in which the teacher-in-training will work; design of benches, tables, furniture, selection of tools and machines; approximate prices.

## Mechanical Drawing

Mechanical Drawing and Freehand Sketching—a brief course designed to meet the needs of the men who have had no training in drawing. The work will consist of shop sketching and the elementary principles of orthographic projection.

## Costume Design

Costume Design and practical work—a course designed to meet the needs of teachers of dressmaking or millinery who require additional trade training.

## TEXT-BOOKS

The following books will be used for study and reference:

"Science of Education." Ontario Normal School Manual.....	.32
Published by The Ryerson Press, Toronto.	
"School Management." Ontario Normal School Manual.....	.30
Published by The Ryerson Press, Toronto.	
"Principles and Methods of Industrial Education" .....	\$2.35
William H. Dooley. Published by Houghton, Mifflin Co., Boston.	

Each teacher-in-training is required to provide himself with a copy of each of these books.

## Reference Books

- "The Education Process." Bagley.
  - "Class Management." Bagley.
  - "A Brief Course in the Teaching Process." Strayer.
  - "The Instructor, the Man, and the Job." Allen.
  - "Learning to Earn." Lapp and Mote.
  - "Vocational Education." Sneddon.
  - "Talks to Teachers." James.
  - "Home Economics in the Schools." Hanna.
  - "Teaching Home Economics." Cooley, Winchell, Spohr, Marshall.
  - "Clothing for Women." Baldt.
  - "Schools of To-morrow." Dewey.
  - "Vocational English." Bowlin and Marsh.
  - "Report of the Royal Commission on Industrial Training and Technical Education."
  - "Report on Education for Industrial Purposes." Seath.
- TORONTO, September 4th, 1924.



